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ABSTRACT

The Corny Cookie Corner is a vocational programming component offered to special education students in North Fayette Community Schools, West Union, Iowa. The project's primary goal is to help students develop appropriate jobsmanship skills and work attitudes prior to vocational placement in off-campus sites. The project consists of a student-operated business which runs a classroom bake shop and sells its products. It involves 14- to 21-year-old mildly mentally handicapped students in work activities that simulate actual on-the-job experience. In order to help students identify the skills they developed as bake shop workers, a student-oriented, job-task reporting system was initiated with 25 functions that students were expected to perform. The daily activities of students in the bake shop provide valuable information for curriculum-based assessments. The instructional needs in reading, math, communications, world of work, problem-solving, social skills, and life skill applications can be individualized from these assessments. The employment limitations that characterize rural areas present a major concern to special educators, and the Corny Cookie Corner assists by providing teachers with accurate information concerning the assets and liabilities of students ready to be placed. (JDD)

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CONFERENCE HANDOUTS:
COULD THE CORNY COOKIE CORNER
WORK IN YOUR SCHOOL?

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The Corny Cookie Corner
Cookies and Caramel Corn Yum! Yum!
Open for Ballgames! Be ready for a Taste Treat! Pac em in!
WEEEF CLUB

EC 212588

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THE JOB-TASK REPORTING SYSTEM

Our career education program for students with mild mental disabilities involves students in a business. The activities of students in their bake shop provides teachers and support personnel with information that assists them in making instructional and vocational placement decisions.

We had found that students had a difficult time in defining their work experiences. In order to help students identify skills that they were developing as workers in their classroom bake shop, a student-oriented, job-task reporting system was initiated. Twenty-five worker functions were identified as job tasks. As the students progressed as workers, they were expected to be involved with most of these functions. The students were to record all job-tasks they experienced each day in the bake shop. This procedure required them to identify work experiences by name. It also provided a frequency count of tasks performed over a specific period of time.

Information which identifies the daily activity of students in prevocational, training, or employment sites is needed to determine if students are progressing appropriately with the skills outlined in their training plans.

The job-task reporting system initiated to keep track of student activity in our classroom bake shop has revealed itself to be versatile and useful in several ways.

1) It provides the teachers with current information from which to make decisions concerning related vocational instruction.
2) It gives support personel information to better coordinate and evaluate student activity at the job site.
3) It provides information as to the work activity experienced by a student on any given day.
4) It is a record of attendance and of time on the job.
5) It develops student responsibility to keeping work records.
6) It helps the student define worker functions as they are related to his/her work experience.

Using the Job-Task Reporting System

There are three components to the job-task reporting system: 1) a monthly calendar, 2) an enumerated list of worker functions, and 3) the summary report. (Refer to Figure 1 and Figure 2 throughout this section.)

USING THE CALENDAR:

At the beginning of the first full week of a month, each student is given a Calendar Report Form which includes an enumerated list of the job tasks outlined in the student's training plan. (Fig. 1)

We use a five-day week on our form as this emphasizes the school week. Off-campus workers sometimes opt to use an ordinary datebook in which they attach a list of their job tasks.

There are three types of information recorded on the calendar: the amount of time the student works each day; the exact time the student reports for work and the time he/she leaves the work site, and; the job tasks performed each day by the student. The calendar also becomes a record of attendance. If a student is absent from school, the reason for the absence is recorded on that date of the calendar report form.

In using the Calendar Report Form, the student records the time entering the work site in the space corresponding to the date. When work is completed, the student records the time he/she leaves and also records the code numbers, identified on the enumerated list of job tasks, of each job task experienced during the work period. Since only the numerals identifing specific job tasks have to be recorded instead of the words for the tasks, the record can be completed quickly. Supervisors are sometimes asked to initial the daily reports of the students. This helps to call attention to the work activity of the students for evaluation purposes as well as for training progress.

At the end of each week, the student summarizes the information recorded on the Calendar Report Form by transferring it to the Summary Report form.

The Summary Report involves charting of job-task codes, counting the frequency of each code number, and calculating the amount of time worked during the week. (Fig.2) Students obtain all of the information for the Summary Report from the Calendar Report Form.

Charting is initiated by having the students record the dates of the days worked in the left hand column. The next step is to identify code numbers of job tasks experienced that week. Students record only the code numbers of job tasks experienced. (Figure 2) They are asked to circle the code numbers on the list of job tasks the first time the code number is used each month. This provides a list of jobs in numerical order which makes for easy charting of frequencies. In subsequent weeks of the month, code numbers of job-tasks that are new to the student are added to the chart. These code numbers will of course be out of sequence; however, this helps emphasize work activity changes that are being experienced by the student.

Once code numbers are identified and recorded on the Summary Report, the student places an "X" in each square that identifies the coordinate positions of dates and the job-task codes recorded on the Calendar Report Form. The student then counts the marks in each column to determine the frequency for each job task. The two code numbers with the highest frequency are recorded by word identification in the column labeled Job Summary.

The next step in completing the Summary Report is to determine the amount of time worked. The Calendar Report Form requires the student to record only the time starting and ending work. The Summary Report requires students to determine the exact amount of time worked each day and then to calculate the total for the week and later for the entire month.

Advantages

There are several reasons for using this system of reporting. The forms are generic in nature which makes it possible to individualize them by simply adding each student's training plan. The system is simple, easy to interpret, and students learn to use it quickly. The calendar format provides a glaring identification of negligence in record keeping when information for a date is not recorded. This is not as easily identified when information is recorded in lists. The visual reminder encourages the students to maintain records and to develop the necessary habits that will be needed in record keeping as an adult. Because there is daily involvement in recording job tasks, students quickly become acquainted with names associated with their vocational experiences. When asked, "What do you do on your job?" they can list the job tasks common to them each day. But most importantly as a result of using the job-task reporting system, there is greater accountability for student progress as teachers and support personnel have current information that can be used to improve the vocational programs of students.

MONTH: February		NAME: Dan		
8:30 - 9:30 a, 5, 1, 7 3	No School No Lab 4	8:30 - 9:15 1, 5 11:00 - 11:15 11 5	8:25 - 9:40 1, 18, 16, 5, 6 6	8:30 - 9:40 5, 9, 16 7
8:20 - 9:15 1, 5, 6, 11 10	8:20 - 9:40 5, 6, 1, 9 11:00 - 11:15 11 11	8:20 - 9:40 8, 9, 11, 6 12	8:20 - 9:40 1, 5, 8, 11 13	8:20 - 9:40 1, 5, 11 14
8:20 - 9:15 1, 5, 6 17	8:20 - 9:15 8, 9, 5 11:00 - 11:15 11 18	8:20 - 9:40 18, 15, 9, 5 11:00 - 11:15 11 19	8:20 - 9:40 1, 5, 8, 11 20	8:20 - 9:40 1, 5, 11 21
8:30 - 9:15 25, 1, 7, 6 24	8:30 - 9:40 5, 6, 18, 9 25	8:25 - 9:40 8, 9, 5, 6 26	8:20 - 9:40 5, 9, 11 27	8:20 - 9:40 8, 9, 5, 6 28

JOB TASKS FOR THE CORNY COOKIE CORNER

(1.) CANDY MAKING
(2.) POP CORN
3. MEASURE FLOUR
4. MEASURE SUGAR
(5.) WASH DISHES
(6.) DRY DISHES
(7.) GET/FOLD TOWELS
8. MIX COOKIES
(9.) SHAPE COOKIES
10. RECIPE MEASUREMENT (DRY INGREDIENTS)
(11.) CLEAN UP
12. SET UP
13. BOOKKEEPING
14. SET UP ORDERS
15. MIX BREAD
(16.) KNEAD/SHAPE BREAD
17. MONITOR OVEN
(18.) PACKAGE CORN
19. MAKE DELIVERIES
20. GO OUT ON SALES
21. CLERK GAMES
22. COMPLETE PAYROLL
23. DO BANKING
24. INVENTORY
25. COMPLETE SHOPPING

(Figure 1)

MONTH: February JOB SITE: Bake Shop WORKER: Dan

DATE	JOB-TASK CODE NUMBERS												WORKING TIME		JOBS WORKED MOST
Feb. 3-7	1	2	5	6	7	9	11	16	18	8	15	25	hrs.	min	1. Candy making
3	X	X	X		X								1 hr		
4														0	
5	X		X				X						1 hr		2. Washing dishes
6	X		X	X				X	X				1 hr	15 min	
7			X			X		X					1 hr	10 min	
TOTAL	3	1	4	1	1	1	1	2	1				4 hr	25 min	
Feb 10-14															1. Clean up
10	X		X	X			X							55	
11	X		X	X		X	X						1 hr	10 min	2. Candy making and washing Dishes
12				X		X	X			X			1 hr	35 min	
13	X		X				X			X			1 hr	20 min	
14	X		X				X						1 hr	20 min	
TOTAL	4		4	3		2	5			2			4 hr 140 min - 6hr 20 min		
Feb. 17-21															1. Washing dishes
17	X		X	X										55 min	
18			X			X	X			X			1 hr	10 min	
19			X			X	X		X		X		1 hr	35 min	11. Clean up
20	X		X				X			X			1 hr	20 min	
21	X		X				X						1 hr	20 min	
TOTAL	3	0	5	1	0	2	4	0	1	2	1		4 hr 40 min = 6 hr. 20 min		
Feb. 24-28															1. Washing dishes
24	X			X	X							X		45 min.	2. Drying dishes
25			X	X		X			X				1 hr	10 min	11. Clean up
26			X	X		X				X			1 hr	15 min	
27			X			X	X						1 hr	20 min	
28			X	X		X				X			1 hr	20 min	
TOTAL	1	0	4	4	1	4	1	0	1	2	0	1	4 hr 110 = 5 hr 50 min		
FOR MONTH	11	1	17	9	2	9	11	2	3	6	1	1	21 hr 115 min = 22 hr 55 min		(Figure 2)

MONTH:		NAME:		

JOB TASKS FOR THE CORNY COOKIE CORNER

1. CANDY MAKING
2. POP CORN
3. MEASURE FLOUR
4. MEASURE SUGAR
5. WASH DISHES
6. DRY DISHES
7. GET/FOLD TOWELS
8. MIX COOKIES
9. SHAPE COOKIES
10. RECIPE MEASUREMENT (DRY INGREDIENTS)
11. CLEAN UP
12. SET UP
13. BOOKKEEPING
14. SET UP ORDERS
15. MIX BREAD
16. KNEAD/SHAPE BREAD
17. MONITOR OVEN
18. PACKAGE CORN
19. MAKE DELIVERIES
20. GO OUT ON SALES
21. CLERK GAMES
22. COMPLETE PAYROLL
23. DO BANKING
24. INVENTORY
25. COMPLETE SHOPPING

MONTH _____ JOB SITE _____ WORKER _____

DATE	JOB-TASK CODE NUMBERS	WORKING TIME	JOBS WORKED MOST
TOTAL			
TOTAL			
TOTAL			
TOTAL FOR MONTH			

STUDENT: JOB SITE: DATE:

RATINGS

	GROOMED PROPERLY					NOT GROOMED PROPERLY
A		5	4	3	2	1
	DRESSED APPROPRIATELY					INAPPROPRIATE DRESS
B		5	4	3	2	1
	REQUESTS WORK ASSIGNMENT					MUST BE TOLD TO GET WORK ASSIGNMENT
C		5	4	3	2	1
	PREPARES SELF FOR WORK ASSIGNMENT (wash hands, etc.					DOES NOT FOLLOW WORK PREPARATION PROCEDURES
D		5	4	3	2	1
	INITIATES WORK ASSIGNMENT					WORKS ONLY WHEN PROMPTED
E		5	4	3	2	1
	WORKS INDEPENDENTLY (attends physically and visually to task)					IDLE: (ceases physically to work at task)
F		5	4	3	2	1
	MAINTAINS MATERIALS (locates and gets materials for task completion)					FAILS TO GET MATERIALS AS NEEDED
G		5	4	3	2	1
	KEEPS WORK AREA IN ORDER (organizes area, discards trash, etc.)					LEAVES WORK AREA MESSY AND DISORGANIZED
H		5	4	3	2	1
	COMPLETES JOB TASK IN AN APPROPRIATE AMOUNT OF TIME					WORK INCOMPLETE (substantially behind/slow)
I		5	4	3	2	1
	FINDS WORK TO DO AFTER MAIN JOB TASK IS COMPLETED					REMAINS IDLE UNTIL DIRECTED TO NEW TASK
J		5	4	3	2	1
	WORKS-TALKS (attends physically to task while listening and talking with others)					STOPS WORKING WHEN LISTENING OR TALKING WITH OTHERS
K		5	4	3	2	1
	GIVES HELP (provides assistance to others while listening and talking with others)					INTERRUPTS AND/OR INTERFERES WITH CO-WORKERS JOB TASKS
L		5	4	3	2	1
	RECEIVES HELP FROM PEERS (co-workers assist in completion of task: advice, problem solving)					WILL NOT ACCEPT HELP FROM PEERS/ INAPPROPRIATE REMARKS OR ACTIONS WHEN ASSISTED
M		5	4	3	2	1
	RECEIVES HELP FROM SUPERVISORS APPROPRIATELY (training, advice, etc.)					REACTS INAPPROPRIATELY TO ASSISTANCE FROM SUPERVISORS
N		5	4	3	2	1
	ASKS FOR HELP APPROPRIATELY (in proper manner and when necessary)					FAILS TO REQUEST HELP WHEN NECESSARY OR SEEKS HELP WHEN NOT NECESSARY
O		5	4	3	2	1
	FOLLOWS SAFETY RULES AND PROCEDURES					DISREGARDS SAFETY RULES AND PROCEDURES
P		5	4	3	2	1

Record examples of behaviors on back of this form. Make instructional and training recommendations when appropriate.

THE CORWY COOKIE CORNER

We make several food items in our Bake Shop at school. Our jobs in the shop give us experience in the world of work. You can help us by buying our products because we then have things to make. Would you like to order from the list below?

BREAD ORDERS:

NAME _____ Delivery Date _____

ADDRESS _____

Bread (only Thursday and Friday) $1.50

Number of Loaves _____ TOTAL $ _____

****

COOKIE ORDERS: Delivery Date _____

$1.00	PEANUT BUTTER	_____	dozen	_____
$1.25	GRANOLA	_____	dozen	_____
$1.00	SUGAR	_____	dozen	_____
$1.25	DOUBLE CHOC.	_____	dozen	_____
$1.25	MIXED (3 of each)	_____	dozen	

TOTAL _____

****

CARAMEL CORN: small bag $.50 large bag $1.00

Small bag _____

Large bag _____

TOTAL _____

COMPLETE ORDER TOTAL _____

****

YOU MAY CALL IN YOUR ORDER

Telephone # 422-3853

Department of Special Education
Work Experience Program
North Fayette County Community Schools
Jr. High Building

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COMPLETE CONFERENCE PAPER:
COULD THE CORNY COOKIE CORNER
WORK IN YOUR SCHOOL?

Bonnie Schmalle
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West Union, Iowa 52175

Could the Corny Cookie Corner Work in Your School? Vocational, Affective, and Cognitive Programming for Rural Special Education Students

The Corny Cookie Corner has become a valuable curricular component in the vocational programming sequence offered to special education students in our rural school district. This classroom bake shop produces bread, cookies, and caramel corn. The products are sold by the students to customers throughout the community and at basketball games. The profits provide wages for students and financial support for their vocational club projects. But most importantly, it a laboratory rich in the application of realistic vocational, cognitive, and social experiences through which the students can prepare for the real world.

The primary activities of the Corny Cookie Corner take place during a scheduled laboratory. Work activity simulates actual on-the-job experience. Students are trained to carry out assignments independently and as team members. Besides the actual baking activities, the students must go out on sales, package products, make deliveries, collect money and make change, maintain supplies through grocery purchases, keep accurate financial records, perform maintenance and clean-up tasks, and keep personal records for work completed and time on the job.

The decision to incorporate a student-operated business as a component of our career education sequence came about as a result of our staff's concern for the limited vocational opportunities available to our students. We wanted a program component that would prepare students so that they could more fully benefit from a continuum of commnuity-based vocational training and employment experiences.

After studying the problems and factors involved, we formulated our project goals. It was determined that our primary goal would be to help students develop appropriate jobsmanship skills and work attitudes prior to vocational placement in off-campus sites. Secondly, the project was to become a component of the prevocational assessment of students and a continuous source for evaluating their application of skills. Thirdly, the project was to be a complement and not a replacement of the basic objectives of the curriculum.

A bake shop was chosen for the project because it could utilize available facilities, emphasized application of numerous skills and jobs, kept purchasing of production needs locally centered, could be regulated according to demands of school schedules and days in operation, and production and products could be determined by customer demand.

Several factors affected our decision. Foremost was administrative support. Although support services and consultants are provided to special education programs in our state by area education agencies, the special education teachers in our district are under contract by the

local school district. Our building principal carries out the administrative responsibilities and makes the operating decisions which affect programs. The autonomy given to teachers was reserved by legislative mandates (i.e., P.L.94-142), general school regulations, funding, and by the principal's belief that innovative proposals must be educationally sound and that the instructional staff was dedicated and willing to meet the demands of the project. The discussion that follows will emphasize program applications.

Rural programs are characterized by heterogeneous populations, not only by disability served within a class, but also by age-span. It is not uncommon to find multicategorical resource and/or self-contained classes that serve students that are age-appropriate to grades seven through twelve. The program involved in this project is a self-contained class with integration and serves students that are fourteen to twenty-one years of age that have mild mental disabilities. Students classified LD and BD from other classes have also been scheduled into the lab.

The project operation involves activities requiring a variety of skills and developmental stages. This program characteristic works to be effective in dealing with the age-span as well as the diverse needs of the students in the program. The daily activities of students in the bake shop provide valuable information for curriculum-based assessments. The instructional needs in reading, math, communications, world of work, problem-solving, social skills, and life skill applications can be individualized from these assessments.

Although the instructional program for our students emphasized the development of vocational, personal, and social adequacy, our staff felt the current delivery system was deficient. The students needed realistic experiences in which they could apply, practice, and develop appropriate jobsmanship skills and work attitudes prior to vocational placement in off-campus sites.

Could the activities of a student-operated business more appropriately and effectively satisfy the career education needs of the students? We were confident that we were moving in the right direction then and are totally convinced now. The life centered career education work of Brolin (1978) has been a major source of direction for our program. Brolin's philosophy maintains that career development requires a substantial experiential component and that most people learn best with hands-on activity. (Brolin, 1983) Our students have many hands-on activities in the project, and at the same time the activities involve the application of affective skills and general employability skills which Brolin (1983) claims are directly related to job functioning.

Evaluation and assessment are essential components of the project. Current literature and legislation (i.e., Carl D. Perkins Vocational Education Act of 1984, P.L. 98-524) emphasize the responsibility of special education programs in providing vocational assessment.

Three of the four essential types of vocational evaluation tools--vocational aptitude, interest inventories, and work samples, have been extensively criticized due to lack of standardization, poor predictability and limited generality. (Brolin, 1982) The fourth type

of evaluation technique is situational assessment and cannot be standardized but does provide content validity. It relies exclusively on observation of the workers as they work, giving information about behaviors under realistic conditions. (Glascoe & Levy, 1985) It is evident that students must be involved with a work evaluation process which includes hands-on work evaluation. (Fardig, Algozzine, Schwartz, Hensel, Westling, 1985)

Complete assessment must include more than situational observation. However, students who are referred for vocational assessment services too early do not have sufficient motivation or focus on career decision making . (Ianacone & Leconte,1986) The experiences of the bake shop together with related instruction help provide experiences that work to kindle interest and motivation of students in making career choices resulting in more accurate assessment results.

The employment limitations that characterize rural areas present a major concern to special educators responsible for promoting community-based vocational experiences for handicapped students. Students in off-campus positions are expected to have basic jobsmanship skills. Employers expect to have individuals assigned to them that can work. Students must have proper behaviors prior to off-campus experience. They must also be able to adjust to diversity within their jobs as employers of small businesses expect workers to do many tasks. The reputation of a program rests on effective vocational placement of students in the community. A dissatisfied employer may mean a future work site lost to the school program.

Teachers and work experience coordinators must be able to provide employers with accurate information concerning the assets and liabilities of students being placed. They must know how the student learns, rate of work, supervisory needs, and training techniques and methods of instruction that work with the student being placed. Through observation of students in realistic work experiences, placement information is more accurately defined. Combined with work site selection based on student preferences, placement decisions result in greater employer satisfaction and improved training opportunities for students.

The inclusion of a student-operated business in the pre-vocational experiences offered to junior high and senior high school handicapped students provides a bridge between the school and community-based vocational experiences. It can bring to the program something that regular course offerings do not. It can help make the special in special education meaningful. It provides students with hands-on experiences in which basic jobsmanship skills, attitudes, and abilities can be developed and assessed. It provides students with a base from which they can evaluate and test their perceptions of the world of work while developing understanding of concepts relating to job descriptions, preference of tasks, environments, and working conditions. It provides students with realistic activity which can be practiced and generalized to daily living skills.

Rural schools have distinct educational environments and unique strengths and weaknesses. Successful programs exist and they are characterized by strong instructional staff, strong administrative

support, effective communication on the part of the staff, and curriculum based on the development of independent life skills and career-related preparation. (Clark & White, 1985) Success is not tied strongly to outstanding facilities, to transportation, or expensive teaching and training materials but rather to intangible factors surrounding the staff and its committment to the goals of providing quality career education to handicapped students.

A student-operated business can use the rural setting to its benefit. This project is an example of program development that demonstrates how a student-operated business as a curricurlar component in special education can be molded by rural special educators to the unique needs and resources of their students and district.

We have found our Corny Cookie Corner to be a mecca for evaluative information and for the application of vocational, cognitive, and affective skills. It is a curricular component that helps define instructional needs of students, directs instruction through application, and enables skill development through extensive practice. It is a program that works in a rural special education setting.

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